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ABSTRACT

A program developed by a private school for learning disabled/severely emotionally disturbed students focuses on developing community-based adult skills. The program features an assessment process geared to acquainting the students with their own types of disabilities and appropriate compensating strategies; direct instruction on goals identified by the student, parent(s), and referring counselor; an emphasis on the problem solving, language, and questioning behaviors in vocational and social settings; career counseling; use of real-life materials where possible; a focus on functional skills; and graduation tied to accomplishment of the student's individual goals. Appended materials include a sample progress report, a comparison of academic and aptitude scores, an example of a weekly schedule, and a bibliography of materials used in the program. (CL)

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CRITERION-BASED LIVING SKILLS CURRICULUM FOR LEARNING DISABLED ADULTS

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Presented at the NERRC Conference

on Transitional Programming

Boston, Massachusetts

MARCH, 1985

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Our program, Almansor Living Skills for Adults (ALSA), is located on a main street in a commercial area of Alhambra, Calif., a suburb east of Los Angeles. Almansor Educational Center started over 10 years ago as a private school for learning disabled/severely emotionally disturbed (LD/SED) children from pre-school age through high school. Four years ago, we developed the adult program when we found that, like so many private and public schools, we were teaching our LD/SED children the regular but modified academic program, we said goodbye to them at graduation, not knowing whether they were ready for the world of work, which of course, many of them were not. It became very apparent that some of our graduates were failing, perhaps just staying home for two, three, and four years after graduation. They were not equipped to hold a job, be in a volunteer position, or even function appropriately in a sheltered workshop, primarily because of their inappropriate behaviors and lack of social skills which were not addressed in the traditional academic program.

BACKGROUND

We began our adult program initially with an existing class of senior high students, because we wanted to get started immediately, and because the summer session was only half day, which we felt would be the time limit for our adult program. The students in this class were scattered in their academic skills and were generally considered to be the less sophisticated high school students in the school. The majority of them were probably not going to go to college or to a traditional

trade training program after graduation, but probably to a workshop or long-term trade training program. Individually, they had many need areas and strengths that we felt we could remediate and build on in a living skills program.

Prior to the beginning of the summer session, we took the "High School" sign off the door and replaced it with "Adult Class". When the students came in with their Garfield lunch boxes and teddy bears on their folders, we said, "those stay out because you are now in the adult program." They loved it! Their behaviors immediately imitated what they perceived being an adult was like. We did other things, like eliminating the morning break by simply telling them that they didn't have time for that because they had too much to learn. To our delight, they agreed and got right to work. Gradually, we added adult students to that class and found that the blend of high school age and adult students was not a problem, maturational age, skills, need areas, and behaviors were often similar. We had a typical living skills curriculum in that we did some remedial academics, cooking, shopping and budgeting, and similar activities. Because we are conveniently located on Main Street, we could and did walk to many stores, restaurants, the pet shop, etc. Also, we are on a major public bus route and we could easily go on field trips using public transportation. Our program was and is community-based because that's where the real living is, not in the class room. Ultimately, we were able to break away from the high school class room and establish our own room so that we are now exclusively an adult program. Along with the class room, we are able to use the auditorium

and a fully equipped kitchen. We have remained a three hour per day, five days a week program.

REQUIREMENTS

Our entrance requirements are that the student be diagnosed as learning or developmentally disabled, be at least 17 years of age, and not more than 35 years of age at the time of admission. Currently, our youngest is 19 and the oldest is 35 years of age. The incoming students must be able to orally communicate with us and not be physically combative. They must be able to transport themselves to our program either by public bus or private car. One of our goals is that they all learn to use public transportation and we have been successful in achieving this goal.

INTAKE

During the initial intake, we get input from the referring counselor, the client, and the parent as to what they would like to see the young adult accomplish while in the ALSA program. Appendix A is the "progress report" that we use with the client during the initial intake session and also to track progress throughout their stay in the program. It is intentionally unsophisticated, very home made, and very non-threatening to the prospective student. The majority of our students don't read well, but they can pick out some of the words and major headings, and the form does not have excessive print. We go through the checklist with each prospective student looking for something that we suspect is a need area that we can use as a "hook," to get them interested. For some of them it is very obvious, as in hygiene, or social skills. For most of them, we can usually assume (and they concur), that

money management is a problem for them. Other primary areas of concern to many of them are such obvious needs, like cooking, shopping, and learning how to get and keep a job. We are able to find one or two areas where even the most reluctant student will admit that they could use a "little bit of help." The "little bit of help" admission is our starting point. We complete the checklist and mark off the skills as being a need area, a skill that they have, or one that we aren't going to address. For example, driver's education might be appropriate for student A, not for student B who has seizures, and student C already has a driver's license. During this time, we get input from the parents, and the referring counselor, and complete the checklist. On the surface, we primarily mark the checklist based on what the student tells us. We conclude the intake by informing the student that we will begin to work on the areas he feels he needs the most help with and that we will touch on some of the other areas and maybe "brush up on some of the other skills."

ASSESSMENT

The first month they attend the program is spent doing an assessment of skills and need areas prior to setting final, working goals. Our first step in the assessment is to use the progress report, the parent input, the counselor input, and the history to determine where the most obvious strengths and weaknesses lie. For many, their weaknesses are painfully obvious. "I've been kicked out of five programs and I don't know why." They usually do have a good concept of why that happened and it doesn't take too long before we also know. But the thing that they don't know, and what we were shocked to discover, is that they don't know

what their learning disabilities are. They don't know why it is that they have never been able to count anything in terms of money except nickels. They have been put into a job training program and they have come home with a paycheck and have no idea what to do with it, or what their buying power is. And that's because they are still back at the level of learning about nickels. We use the assessment as a foundation on which to build a program that has its basis as identifying the skill areas that they have and also letting them know where their deficits are are so that we can begin to teach compensatory strategies. Without an academic assessment, it is difficult to determine where the subtle differences are between their reading abilities which may be pretty good for example, and their math problem solving abilities which may be pretty low. Why is it that they have been in three or four training programs and still come to a living skills program, as an adult, wondering how to learn these basic skills like functional math? Our suggestion is that they themselves are not aware of where their learning disabilities are and have not developed compensatory strategies to get around them. If they don't have this self-knowledge, they don't know when to ask questions because they don't understand what it is they are missing. So, in essence, a lot of information is given to them, but they don't have the ability to process and use it. Consequently, their frustration level rises dramatically and with it, an increase in inappropriate behaviors. It may take one person a week, one a month, but eventually their behavior catches up with them and they will be dismissed from the program or job situation.

Many of our students know what they can't do but not what they can

do. They need to hear what they can do and be acknowledged for it. During the assessment and feedback sessions, we place a great deal of emphasis on their skill areas. Perhaps more importantly than academic functioning, we need to look at their ability to process language. Appendix B is a graph which compares academic and aptitude scores for three students, represented by a square, a dot, and a triangle. Across the bottom of the top half of the page are the tests which are a sample of the ones we use. On the bottom, you will see that we use the Detroit Test of Learning Aptitudes to look at language processing abilities. The student scores are widely scattered. For example, we have a student with seventh grade reading abilities but who has an auditory attention span like an eight-year-old. When this particular adult is placed in a trade training program, he is expected to learn the kind of skills required for the trade. However, most of the instruction is given orally and as a result, he is not going to get it. He functions like a second grader in terms of auditory processing. If he knows this, chances are he can be taught to say to his employer, "I do real well when you write things out and I can ask questions when I need to have things clarified, but if you tell it all to me, forget it, I'm lost!" As adults, we do this all the time. For many of us, when someone says, "Go left on Main Street, make a right and go east on Third," we would ask, "Where is the 7-11, and the Taco Bell?" When people give us these visual cues, we can find our way. We all learn to make those kinds of compensations, frequently unconsciously, but as a result of utilizing self-knowledge. With our students, we need to teach them this knowledge, so they can make these kinds of compensations in their trade training, employment, and social activities.

We don't do a great deal of assessment with the students in terms of vocational education or career counseling. We might use the JOB-O, the Reading Free Interest Inventory, and the Purdue Pegboard Test of fine motor skills. Basically, we use those as a starting point to get some idea where they think they are going, and what they think their interests are. We also use them because they give us a chance to see how a client works in taking tests, what their reactions are when they look at one of the pictures in the Reading Free and don't have the faintest idea what is depicted. Then we know that they are pretty unsure about what's happening in the world of work and that their knowledge of different jobs is really limited to what mom does, what dad does, and that they want to be an architect like Uncle Charlie. A lot of what we do is observation and encouraging our students to keep looking to see what is going on in the world around them. We glean a lot of information from their histories. For example, David has three trades that he is very skilled in performing. He is an excellent painter, groundskeeper, and operates a forklift. Yet, he has been unable to keep any job for an appreciable length of time. Clearly, having a marketable skill is, of itself, not a guarantee of success.

DIRECT INSTRUCTION

Following the assessment, we agian meet with the student, his parent(s), and the referring counselor. During this time, we go over the assessment results and establish the goals that the student will work on while in the program. At this time also, we establish a tentative time for the student to be in the program. In Appendix C, we have sketched out a sample of our daily schedule which gives an idea of the kinds of

topics that we address in the course of a day and a week. We initially began looking at just the academic areas in terms of what kinds of functional math do they need. what kind of functional reading, etc. Early on, we realized that we needed to do much more direct, hands-on instruction in community-based activities, like health and safety, fixing meals, changing tires, etc. The underlying component of this particular direct instruction is that most of our students, taking into account their disabilities, have had information given to them and programs done to them for a long time. And, for most, these programs were failures and ultimately they were removed from them. What didn't happen was direct instruction in the area of problem solving. What they don't know is how to recognize and solve a problem. We, as adults come up against problems, recognize them for what they are, and go about solving them all the time. Our students are very concrete, and they are accustomed to and expect to have information given to them in most situations. They are not going to be able to generalize, they are not going to be able to use problem solving skills of their own to figure out what to do next, efficiently. The other side to that is, not only are they unable to generalize, but their memory is, for the most part, limited, so they are unable to pull out the appropriate response for a given situation 90% of the time. Each time a problem comes up with even a slight deviation, they will be stymied as to how to act or react. They may need to say the same words, but to them, it's an entirely new situation and the right words don't come. How do you teach problem solving in such a way so that they begin to use questioning techniques that are not only efficient, but allow them to get the kind of responses to which they can respond

appropriately to? This is something that has become a major component to our program. One way that we do it is to not give a direct answer to their questions--we answer their questions with a question. What they require is to be given the structure and a model of how to solve problems. They need to think about how to ask the appropriate and necessary question. We are now using a four step process. It is an interesting framework and something that they can refer back to even if they don't know what the appropriate response or behavior would be in a given situation. If they remember the four steps, then they are going to be able to get the information they need to generate an appropriate response. The four steps are:

1. What is the problem?
2. What are the choices?
3. How will I implement my choice?
4. How did I do?

For example, "Is my problem that Bill hit me or that I called him a name first?" It is ludicrous that problems like this are the major problems for young adults in their twenties, but in our experience, it occurs all too frequently. Then, "My options are to punch him back, kick him, tell the teacher that Bill is a jerk, or run away and go home." Whatever it is, and however outrageous, soon the students will begin to refine the process and automatically begin to discard some of the more outlandish responses that they generate. After a few months of practice, the students begin to recognize their outrageous responses and choose the more appropriate ones. The key is that they don't have to remember that every time someone says something nasty to them they won't have to

wrangle with all the other information and situational influences. All they have to do is remember four steps which become automatic, given enough practice. Chances are, they are going to generate a more age-appropriate response initially, if they follow through with an evaluation of the consequence of their choice. This process also takes into account students who have limited language because they can generate whatever they are capable of generating and put the responsibility back on themselves to develop a behavioral process that will result in their being more age-appropriate. They don't need to become involved in a verbal exchange which they would inevitably lose. This obviously improves their chances of successfully completing a vocational program, improving social encounters, and easing day to day tension. Another approach is to reverse the last two steps. Stop and think about all the variables and possibilities, evaluate them, choose one, and then plan the action. For some students, evaluating the consequences ahead of time can be very important and may decrease some of the impulsivity of their behavior.

Another component of our program where problem solving skills are addressed is in the area of social skills training. Where many of our students experience failure is in social conversation, conversation skills, and language generation. There was initial resistance to the conversation group, as individual members saw no need in improving their ability to "talk" in conversations. Our students resist participating in conversation group because "I have conversations all the time, I don't have any problems with talking." However, upon observation, what they consider conversation is, in fact, not a mutually generated act, as much

as a hurling of information back and forth between participants. To facilitate this need, we utilized the services of our speech and language therapists who act as metalinguistics guides, modeling and pointing out what is happening in the conversation. Conversational moves are broken down into manageable parts. For example, introducing a topic in a conversation, keeping it going once it is started, and how, if you're not quite sure what the speaker is talking about, do you ask for more information without looking like you weren't listening when you really were.

CAREER COUNSELING

The third major area where we use the four problem solving steps is in pre-vocational classes and career counseling. To go back to the example of David who is skilled but can't keep a job, we will use the group, not so much for group peer pressure, although it's there, but to help sort out what went wrong on the various jobs or vocational programs. Initially, we hear "It's all someone else's fault, they didn't do this or that, the boss," etc. After a few weeks, we get it down to "Well, maybe I had a small part in it too." Then we can start to work identifying the behaviors and look at choices.

In class, we look at and discuss various ways to look for work. When we have a student who appears to be job ready, the whole class will support him or her and assist not only with the job search, but with the person's attitude as well. For example, one student might say, "Well, David, do you think you can shut your mouth when the boss tells you to do something?" We will work on that kind of an issue with the group because they know David about as well as the staff does at this point.

One hands-on component to out program is a Friday work program. Because of our resistance to having the students do "make work" kinds of activities, we developed a format where they complete custodial tasks for the school, do errands for the teachers and office staff, and other activities that need to be done that are within their capabilities. All of these activities come with a small price tag which, when reimbursed, goes into the class fund. The person requesting the task to be done will fill out a request form and we will then assign the task to one or more students. Examples of such tasks are taking packages to the post office, changing oil in cars, changing tires, and taking shoes to the cobbler for re-soleing. We try to pair a student who has never done a particular task with one who has done it. This is not "make work"; these are activities that need to be done and are very practical. As part of the apartment keeping lessons, our students do needed maintenance work for the school such as vacuuming, carpet cleaning, and window washing. During these activities, we have an opportunity to observe their behaviors in a work situation, and to see if they display any pride in actually being able to complete a new task, their ability to organize, and their ability to attend to a task. Also, can they put into practice their problem solving skills and ask appropriate questions? As an example, we cook every Wednesday, and initially the teacher would go to the store with the students, assisting them in using calculators and making the purchases. Now, we send two students on their own with the expectation that they will make the appropriate purchases and stay within the budget. If it appears that they are about to go over budget, they must use problem solving skills and eliminate some expendable items. By

keeping the idea of work at the forefront throughout the day and the week, the concept of their going to work becomes much less threatening. Two of our students came into the program with no intention of ever going to work, insisting that they were very content to go to school and stay at home. At intake, their parents supported this position. When we last met with the core team to update their goals, both of these students discussed how they wanted to do some volunteer work or get a paying job. And now, their parents are feeling more comfortable with this stage of development.

CURRICULUM

In terms of curriculum materials, we have found that we need to be very creative both because of budget restrictions and the lack of available adult oriented materials for our level of student. Where possible, we use the actual material rather than a facsimile. For example, with our banking unit, the deposit slips, check books, etc., are real. Many banks in our area have donated them to us and, in fact, have donated time to explain banking procedures to the students. The types of written materials that we do use are related to apartment finding, first aid, health, guides to community resources, real life reading and math skills, job seeking, and job keeping. We also are using language materials, such as identifying problem situations using pictures and then generating responses based on those. We don't use work books in the traditional way because they aren't economical in that most students do not use the entire book, but just pages and units. We generally photyocopy the books which also provides a job for one of the students. Our bibliography is listed in Appendix D.

We mentioned that we teach our students compensatory skills rather than concentrating on teaching them math, reading, etc. Obviously, we do both. The question really is when do you draw the line and not attempt to teach counting dimes or reading labels. Our feeling is that for the adults that we have, they generally have had good instruction in many academic areas, and it hasn't worked. The probable reason is thet they were taught skills, not strategies. For example, if a client is unsure of how to organize a shopping trip to the grocery store, both a strategy and several skills are necessary. Rather than going to the store hoping to remember the list, a first step in remediation might be teaching the student to classify foods according to food groups. Then, using a pre-printed sheet that lists food groups, the student could be taught to prepare the list. That process of listing is a strategy to aid memory and organization. The specific skills taught might include estimating prices and amounts of food, budgeting money for food purchases, and actual meal preparation once the food is home. If, after one or two tries and different approaches, the skill and corresponding supporting strategies are still not attained, there may be a very conscious decision on our part that a particular skill will never be learned and we need to stop. Each instructor has to make that determination for their students in their program, particularly when the students are adults. When working with younger children, it's easier to say, "We are going to try one more time and with a new technique." With adults, it's harder because they have failed so many times and their resistance is very high. This, obviously, is true with many high school age students as well. As teachers, we have to make a decision when to quit and move on to

something else based on our evaluation of how such instruction will affect their future. What will it mean in their lives if you give up on teaching multiplication tables and introduce them to a calculator? We are not limiting them or putting a cap on their education, but at the same time, we have to be realistic. In regard to developing goals, when we can honestly communicate to an adult (without putting them down or making them feel incapable) where they are, what their strengths are, and match that with compensatory strategies, and have them start to generate their own goals, we're not going to say, "No, we won't work on that because it's a waste of your time." We want to make the learning, in the time they are with us, as efficient as possible because it is so limited. It has to be a process of shaping and supporting them in identifying goals that are realistic for who they are as individuals. Many of them come to us without a sense of themselves, as it has never developed. This must be their first goals, identifying "Who am I?"

GRADUATION

A student will graduate from our program when they have met the goals that have been agreed upon by the core team. The time span of being in the program is individual, with open enrollment. None of our students have left our program without going directly into an appropriate vocational training program, employment, community college, etc. To ascertain whether we have achieved measurable growth, we could go back and re-test and undoubtedly would see marked improvement. But more importantly, we see a real change in terms of parent and counselor reports, in the amount of self-initiated language, the development of questioning skills, initiation of social activities outside of the home,

and not being dependent on parents for transportation. These are skills that you generally can't quantify, although you can use behavior rating scales, etc. It is the kind of growth that the student feels really good about. When you have a 35-year-old woman whose parents have driven her everywhere she went since birth and who is riding public transportation for the first time, this is dramatic growth.

Because of the trust we develop with the parents, we are seeing 24-year-olds who are, for the first time, allowed to turn on the stove in their own kitchen and prepare a simple meal for themselves. In setting up this kind of program, we needed to change our focus of how we were going to show progress because we couldn't always document it. This is when the goal setting comes in, because we write goals with the student that he or she can relate to and goals that will allow them to see their own progress. For example, "I will initiate three social activities outside of the family in one month." When the student actually does this, you have progress. Because of our prior experience with the high school students and the success we had with them, we are gradually introducing many of these concepts into the senior high, junior high and the intermediate classes. Their vocational education classes are pragmatic and they are being taught to problem solve as they look at their career choices. They are also involved in conversation groups of three to six students. Initially, these are not popular groups because they require a fairly high level of social skills and these are difficult to develop and maintain. For many of these students, the initial task is to develop an understanding of appropriate "speaker/listener" roles prior to moving on to conversational skills. The majority of students are not

comfortable using language to communicate in interpersonal relationships. However, if conversational interaction skills are introduced and emphasized in the lower grades, we would expect to alleviate much of the failure and stress that our adults are experiencing in their current social and interpersonal relationships.

In conclusion, we support and utilize the following and feel these components are crucial to implementing effective programs for adult learning disabled students.

A. Student, parent, and counselor goals must be established prior to entering and again at a set point after being in the program.

B. A complete assessment to determine learning/processing strengths and weaknesses is essential.

C. Community based real life settings must be a major component of the curriculum.

D. Assessment results, program goals, and rationale must be communicated to the students to engage them actively in the program rather than having another program "done to them."

E. Language, problem solving, and questioning behaviors must be the emphasis in their daily program.

APPENDIX A

PROGRESS REPORT

PROGRESS REPORT

APPENDIX A

SURVIVAL ACADEMICS	1	2	3	COMMENTS
a) Applied Reading				
b) Applied Math				
c) Applied Writing				
d) Other				
SOCIAL SKILLS				
a) Family Dynamics				
b) Social Interaction with Peers				
c) Social Problem Solving				
d) Social Conversation				
e) Other				
INDEPENDENT LIVING SKILLS				
a) Home Maintenance				
b) Food Preparation				
c) Personal Hygiene				
d) Prep for Shopping and Purchasing				
e) Money/Budgeting				
f) Time Management				
g) Health/Safety				
h) Other				

PRE-VOCATIONAL	1	2	3	COMMENTS
a) Career Awareness				
b) Interest Inventories				
c) Work values/habits				
d) Employment Seeking				
e) Other				
LEISURE/RECREATION				
a) Entertainment				
b) Arts, Crafts, Hobbies				
c) Individual Sports				
d) Group Sports				
e) Body Fitness				
f) Pets				
g) Community Resources				
COMMUNITY AWARENESS				
a) Public Transportation				
b) Citizenship				
c) Public Services				
d) Personal Services				
e) Industry Awareness				
f) Restaurant Skills				
g) Other				

ALSA LIVING SKILLS ASSESSMENT

Done by: _____

Present at Assessment: _____

_____

_____

_____

Date: _____

1) Does not demonstrate skill
2) Maintains skill with support
3) Maintains skill independently

NAME: _____

DOB: _____ DOE: _____

REFERRING COUNSELOR: _____

PHONE NO.: ( ) _____

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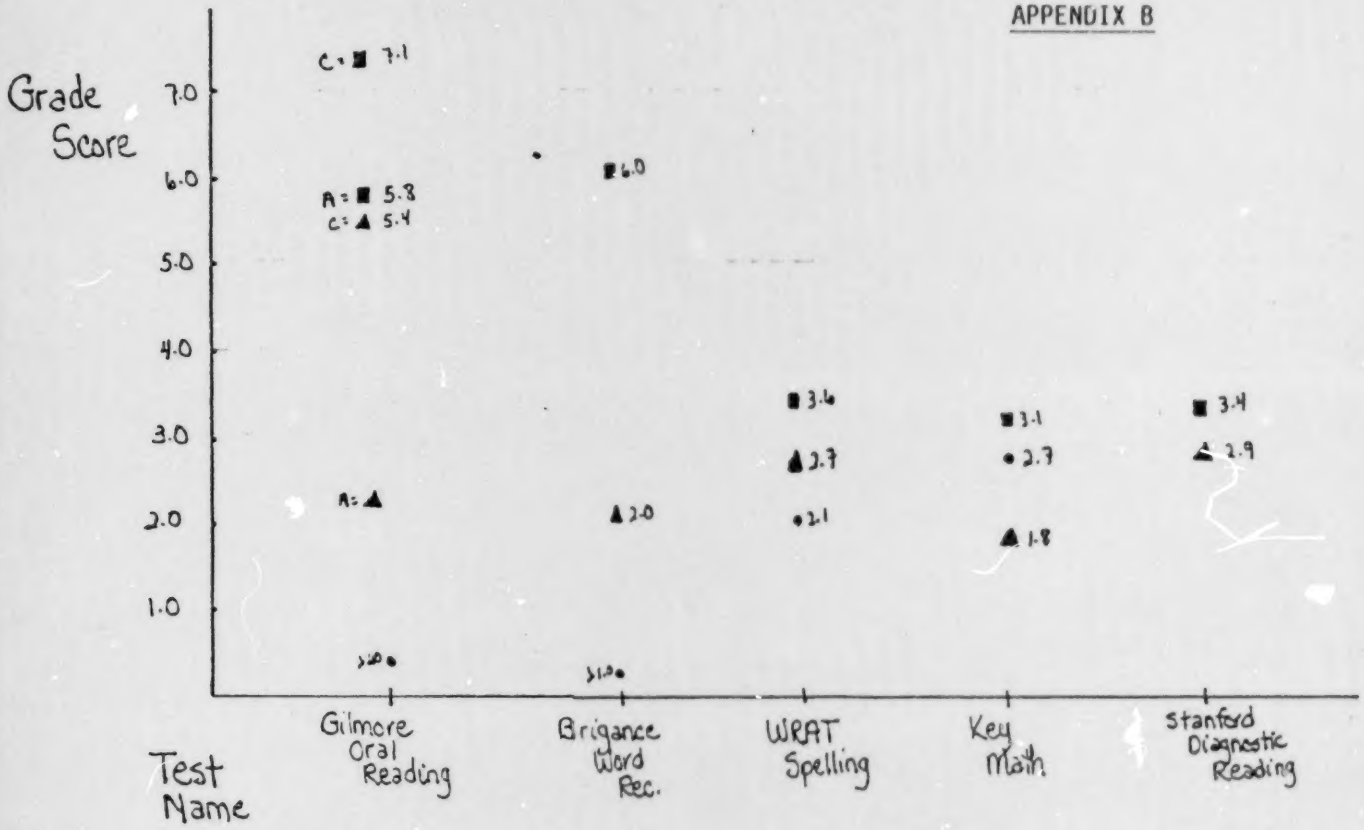
APPENDIX B

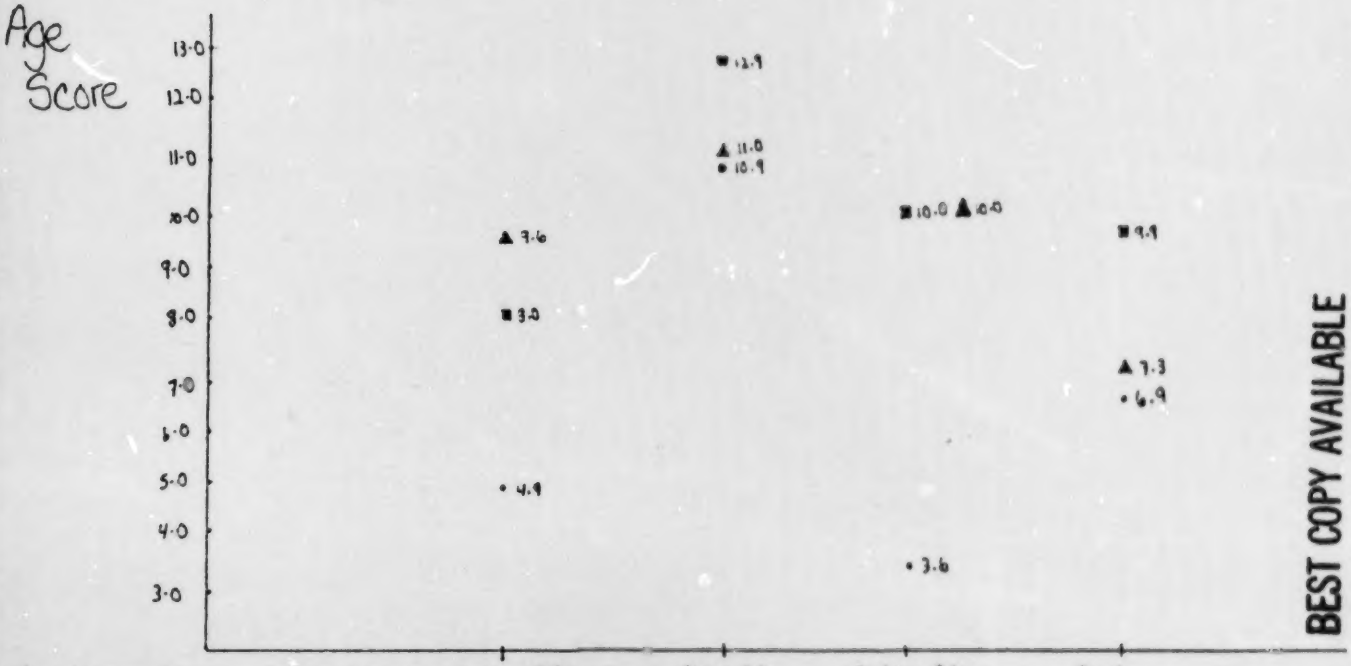
COMPARISON OF ACADEMIC

AND APTITUDE SCORES

A Comparison of Academic and Aptitude Scores

APPENDIX B





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APPENDIX C

WEEKLY SCHEDULE

NAME: _____ CLASS: _____

WEEKLY SCHEDULE

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:30	Group	Group	Group	Group	Group
9:00	Reading	Math	Menu Plan	Reading : Language	Math
9:30	P. E./Leisure	Comm. Resources	Shop	P. E./Leisure	Community Resources
10:00	Voc. Ed.	Voc. Ed.	Cook	Voc. Ed.	Maintenance Crew
10:30	Health : Safety	Election (until 11:00) writing	Eat	Health : Safety	↓
11:00	Indep. Living	Measurement	Clean-up Nutrition	Indep. Living	Banking - Checking etc.
11:30	Check - out		~~~		

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APPENDIX C

APPENDIX D

BIBLIOGRAPHY

OF

MATERIALS

Almansor Living Skills for Adults (A.L.S.A.) Bibliography of materials

AREA	Title		Content	Apprx. Rdg. Level	Publisher
ractical eading	Reading Power-Bk. 1, Bk. 2	workbook	3-10 sentence passages, high interest relating to adult living. Good reinforcement of vocabulary.	.5--2.0	Monarch Press
	Sign Language Series: Books A,B,C,D	workbook	introduces 1 functional sign word per page, lots of reinforcement and repetition	.5--2.0	Janus
	Survival Vocabulary Series	workbook	each book introduces vocabulary related to topics such as medical, banking, restaurants, supermarket, clothing language	2.0-3.0	Janus
	Real Life Reading Skills	workbook	functional literacy books; topics include forms, labels, applications. Has corresponding dittoes and overhead transparencies.	4.0-5.0	Scholastic
	Real Life Reading Skills; Books 1 & 2	workbook	2 page topic units on: labels, bills, forms, applications, etc.	4.0	Educational Design, Inc.
	Reading Survival Skills	cards	activity cards with topics such as: telephone and postal skills, travel, books, catalogs, newspapers	4.0-5.0	The Learning Works
	Reading Your Newspaper	ditto	activities related to finding and using information from the newspaper, also comes with cassette tapes	3.0-5.0	Media Materials

APPENDIX D

Almansor Living Skills for Adults (A.L.S.A.) Bibliography of materials

AREA	Title		Content	Apprx. Rdg. Level	Publisher
Practical Math	Market Math	workbook	computation problems figuring amounts spent at market; single and multiple items, fractional quantities	3.0	Remedia Publications
	Real Life Math	workbook	emphasizes computation and problem solving in real-life situations	3.0-5.0	Educational Design, Inc.
	Math for the World of Work	workbook	emphasizes computation related to various trades, such as measuring for carpentry, etc.	3.0-5.0	Educational Design, Inc.
	Checking Account	workbook	teaches all the basic related to opening and maintaining a checking account, teaches vocabulary, also	4.0-6.0	Fearon
	Moving Up in Money: Box 1 Box 2	activity cards	coin recognition, penny through $1 adding money to $5, $10, $20, making change	NA	Developmental Learning Materials
	Banking Language	workbook	teaches basic finance terminology	2.0-4.0	Janus
	Money Math	workbook	coin counting, computations with various money amounts	2.0-3.0	Educational Design, Inc.
	Measure Up	workbook	teaches linear measurment skills	3.0-5.0	Fearon
	Measurement: Books A, B, C	ditto	linear measurement with some introduction to volume	1.0-3.0	Continental Press
	Time: Books A, B, C	ditto	basic introduction to time skills, including calendars and predicting future time on clocks	1.0-3.0	Continental Press
	It's About Time: Clocks and Calendars	activity cards	nicely put together sequence of all essential time skills, including problem solving	NA	Developmental Learning Materials

Almansor Living Skills for Adults (A.L.S.A.) Bibliography of materials

AREA	Title	Content	Apprx. Rdg. Level	Publisher
Language/ Problem-Solving	HELP:Handbook of Exercises for Language Processing	Vol. 1:Auditory Discrimination " Association " Reception " Memory Vol. 2:Specific Word Finding Categorization Wh-Questions Grammar	NA	Lingui-Systems, Inc.
	Manual of Exercises for Expressive Reasoning	Classifying Comparing Answering True/False Questions Answering Why-Questions Predicting Sequencing Making Inferences Identifying Problems and Determining Solutions	NA	Lingui-Systems, Inc.
	Let's Talk:Developing Prosocial Communication Skills	Describes functions and competencies, training activities and games	NA	Charles E. Merrill
	Communicative Competence: A Functional-Pragmatic Approach to Language Therapy	Manual that describes communicative competence, with activities to develop pragmatic competencies	NA	Communication Skill Builders, Inc.
	Workbook for Reasoning Skills	Handbook of exercises to develop cognitive facility-can be completed orally or written	NA	Wayne State University Press

Almansor Living Skills for Adults (A.L.S.A.) Bibliography of materials

AREA	Title		Content	Apprx. Rdg. Level	Publisher
Independent Living/ Community Resources	Phone Book Power	ditto	basic phone skills	4.0-6.0	Enrich
	Yellow Pages: Life Skills Reading	activity cards	classification, phone skills	4.0-6.0	Enrich
	Getting Help: Guide to Community Resources	workbook	written activities related to resources available in the community	2.0-3.0	Janus
	Planning for Your Own Apartment	workbook	how to plan for an apartment; finding own, budgeting, maintenance	2.0-3.0	Fearon
	Sharing An Apartment	workbook	finances, responsibilties, how to work out disagreements	2.0-3.0	Janus
	The Money Series: 1. Finding a Place to Live 2. Buying Furniture for your Home 3. Insurance 4. How to Borrow Money	workbook	variety of basic topics related to independent living, vocabulary used is very basic	2.0	Hopewell Books, Inc.

Almansor Living Skills for Adults (A.L.S.A.) Bibliography of materials

AREA	Title		Content	Apprx. Rdg. Level	Publisher
Health & Safety	Need A Doctor?	workbook	information about visits to the doctor, including what questions to ask, what to expect	2-3rd	Janus
	HELP-Steps to First Aid	workbook	presents situations requiring first aid, teaches basic steps to take	2-3rd	Janus
	Medical Language:A Survival Vocabulary	workbook	introduces medical vocabulary in small numbers with lots of reinforcement	2-3rd	Janus
	Sexuality and the Mentally Handicapped	slides	slide series introducing 7 major topics: 1. Parts of the Body; Male and Female 2. Male Puberty 3. Female Puberty 4. Social Behavior 5. Human Reproduction 6. Fertility Regulation and Venereal Disease 7. Marriage and Parenting	NA	Stansfield
	Eating Right Keeping Fit Looking Good	workbooks	series on nutrition and exercise		Janus

Almansor Living Skills for Adults (A.L.S.A.) Bibliography of materials

AREA	Title		Content	Apprx. Rdg. Level	Publisher
oc. Ed.	Life Skills: Me and Jobs	workbook	covers thoroughly most aspects of finding and maitaining a job	2.0-3.0	Educational Design, Inc.
	Janus Job Planner/Career Planner	workbook	checklists matching values and interests, suggests jobs to look into	2.0-3.0	Janus
	Life Skills: Writing for the World of Work	workbook	writing activities as they relate to written work one would find on a job; memos, letters, messages, purchase orders	2.0-3.0	Educational Design, Inc.